WELCOME TO
Year 6

September 2018

www.westactonprimaryschool.org
Welcome to our Year Group

The Year Team are:

• **KS2 Assistant Head Teacher**
  – Mrs Langston

• **Class teachers**
  – Miss Miranda 6LL (Year Group Leader)
  – Mr Misinale 6TT
  – Mr Toombs 6ZZ

• **Teaching Assistants**
  – Mrs Pat Visawadia
Agenda

• Welcome to Year 6
• What should your child have every day?
• Uniform
• Behaviour
• SATs
• What will our children be learning?
• Expectations
• Reading Records and Homework
• PE Kit
• Educational Visits
• How you can help
What should your child have EVERY day?

- Reading Record book & reading book
- School equipment (stationery)
- Water bottle
- Fruit or Vegetables
## Uniform

<table>
<thead>
<tr>
<th>School Uniform</th>
<th>PE Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey Trousers or Shorts</td>
<td>School House T-Shirt (Red, Blue, Green or Yellow)</td>
</tr>
<tr>
<td>Grey Skirt or Pinafore (Girls)</td>
<td>Black Shorts or Tracksuits</td>
</tr>
<tr>
<td>Green Checked Dress (Girls)</td>
<td>White/Black Plimsolls for indoor PE</td>
</tr>
<tr>
<td>Yellow Polo Shirt</td>
<td>Trainers for outdoor PE</td>
</tr>
<tr>
<td>West Acton Fleece or Jumper</td>
<td>Sun Safety (Summer term)</td>
</tr>
<tr>
<td>Black School Shoes (high heels are not permitted)</td>
<td>Green Baseball Cap or Sun Hat</td>
</tr>
<tr>
<td>Grey/White/Black Tights or Socks</td>
<td></td>
</tr>
<tr>
<td>Black/White or Green Headscarf</td>
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</tbody>
</table>

Please remember that every item should be named.

[http://www.westactonprimaryschool.org/parents/uniform](http://www.westactonprimaryschool.org/parents/uniform)
We want every child to feel safe and secure at West Acton.

The school has 6 simple rules called the Golden Rules. They are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The school focuses on a positive reinforcement approach for all learners which is achieved using the following strategies:

- It’s Good to be Green card system - (DOJO points)
- Use of positive praise throughout lessons
- Award of house points for good work, attitude and behaviour
- Celebration of good work using stamps, stars, postcards home
- Positive comments and peer praise
- Individual class reward systems
School Values

Our core values in our classroom and school are centred around our Values Tree.
Year 6 is a very important year in primary schools. All year 6 students will be sitting the SATs, **Monday 13th May - Thursday 16th May**

There will be a test for Reading, Spelling, Grammar, and Maths. Writing will be assessed through students’ daily writing activities.

It is important that we all work together to help the children to achieve the best they can.

- There will be practise papers each half term. This will help us to address any gaps and provide children with any extra help.
- Booklets to come home to support learning and help prepare for SATs.
- Children to be actively engaged with their learning.

National expectations are extremely high. We need to do everything to ensure the children achieve their true potential.
What will our children be learning?

English

- **Writing** - Students will build their skills in reading and writing through the study of high quality texts.
- **Guided Reading** - Children are given opportunities to read across the curriculum. Explicit guided reading lessons are taught in groups with a focus on comprehension and vocabulary.
- **Grammar & Spelling**
What will our children be learning?

Friday 13th January 2017

I: To plan and write a persuasive argument.

Kester Shouldn’t Escape From The School

A great introduction

I believe that a 12 year old boy named Kester shouldn’t escape from his school as the outside world is dangerous and unless he had a safe plan, he could be in a dangerous situation.

I object that,

Kester Jones should not escape as he has just met his suspicious parents and he is unsure where and why they are taking him with them down out of his protected, protected enclosure. The confused boy could face real fear and obstacles if he decides to join the vermin. Another reason for Kester to stay is potential that his dad might come back for him, however, if he would escape, he could never find or see his dad again. If he wouldn’t join the untrustworthy family, he could still have facilities to sleep, eat and drink healthy, as well as keep healthy and strong.

However, if the risk-taking boy would escape a safe enclosure, he would not be provided with warm shelter and edible foods as vermin eat other smaller, smaller things, or juicy bugs, not forgetting a warranty that could be toxic or poisonous to humans. If the insects are over 30 times smaller than Kester, what would the poor boy thoughts? Kester could barely squeeze through an insect size hole that was an extremely tight fit, how will he be able to get back to the surface if he is sunkburied in the dungeon below?
Foundation Subjects

• Themed learning topics will be taught termly such as:
  - World War II
  - Cities
  - Mayans

• We cover the National Curriculum subjects using links and themes where possible
  (Maths, English, PSHE, ICT, Science, History, Geography, Art, DT, Music, PE, RE,)
What is SOLO?

SOLO is a model of learning that makes learning intentions and success criteria **visible** to student and teachers.

With SOLO they have a powerful new language to talk about teaching and learning.

<table>
<thead>
<tr>
<th>Pre-Structural</th>
<th>Uni-Structural</th>
<th>Multi-Structural</th>
<th>Relational</th>
<th>Extended Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t really know anything about this.</td>
<td>I know one thing about this.</td>
<td>I know three or more things but I’m not sure when or why to use it.</td>
<td>I can do this and I know when and why I should use this.</td>
<td>I am able to model or teach this to others. I can even use what I know in other contexts.</td>
</tr>
</tbody>
</table>
Expectations

We have high expectations of our children and we aim to prepare them so they can acquire a wide range of experiences and skills. This year, among other things, we will be working hard at raising expectations.

Handwriting

- handwriting practice every day
- neat presentation in all subjects

Independent Learning -

- peer marking
- self assessment
- word banks/dictionaries/ thesaurus’

Reading

- daily - at home and at school
Expectations

Example of handwriting and independent learning through feedback and reflection

In the garden, Michael was (looking) at the grange. He could see mold and old vines (which) was almost like everything was abandoned. He was speechless, and had a face of horror when he (looked) inside. He got goose bumps and got the chills, he saw something lurking beyond. When stepped in (the garage) he panicked his heart raced like a dog waging his tail through.

If I want ____________

If I want 3/4 of a number, what should I do first? First, should divide the denominator with the numerator and add the numerator. Then take away the numerator with the number and have

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Support

Additional support available to your child

- School Councillor - The space - Lea
- Pupil & Family worker - Mrs Ruth Cullinan
The Reading Record

- Your child has a Reading Record log to develop their passion for reading and literacy skills.

- They are expected to read every day - reading with your child daily will make a huge difference, even in Year 6.

- Please comment and sign in it too so we can monitor your child’s progress in reading.

- Your child could write in detail about: characters, themes, settings, plot, they can write questions or a review.
Our Weekly Timetable

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mondays</td>
<td>HOMEWORK COLLECTED</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>P.E. ALL CLASSES</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>HOMEWORK OUT</td>
</tr>
<tr>
<td>Thursdays</td>
<td></td>
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<tr>
<td>Fridays</td>
<td></td>
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</table>
PPA Team

Physical Education:
Mr Gallagher

Music:
Mr Hammond

French:
Madame Larbi
PE Kit

• As with **BOROUGH POLICY**, no jewellery is allowed to be worn to ensure the safety of the children. Long hair should also be tied back out of eyes.

• Children need **PE kit** (dark shorts and house coloured t-shirts) **EVERY TUESDAY** this term.
Educational Visits

- We go to **various different sites**, such as museums to support what we are learning in class.

- There will be a **maximum of 1 paid trip a term** + Summer residential trip.

- We may need your **support** on school trips as extra adult supervision is very much appreciated.
Events in Year 6

Year 6 Residential

This year, we have booked a 3-day residential trip to The Mill Rythe activity village situated on Hayling Island, Hampshire.

This site offers a high standard of accommodation with excellent facilities and a wonderful coastal walk around part of the harbour.

The wide choice of activities available at the Mill Rythe activity village provides children with numerous fun!

And the Year 6 Production
How else can I help my child’s learning?

• Half termly homework projects

• Give lots of **real life experience** - museum trips (many are free), **tours** of London, going **shopping** and dealing with **money**, **library** trip or just a walk to the park...

• Develop areas they find challenging through **playing**, **ICT** and **interacting** rather than workbooks and extra work...discovery is an exciting learning tool.

• Encouraging children to explore their local area, such as parks and attractions
Anything else?

- **Social media and mobile phones**
Please ensure your child leaves their phone at the front office in the morning.

If you have any concerns please let your child’s **class teacher** or **Year Group Leader** know straight away so they can respond sooner rather than later.

You can see them at the **end of each day** or ask the office to **make an appointment** for a longer meeting.
Any Questions?

Thank you for coming to support your child’s learning - together we can make a difference.